



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Narraguagus High School

SAU: RSU 37/MSAD 37

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2011-2012 NCLB Report Card



School: Narraguagus High School
SAU: RSU 37/MSAD 37
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	55	53	96	42	42	47	8	34	28	30	53	0	
	2010-2011	48	47	98	57	57	50	6	51	19	23	47	0	0
Female	2009-2010	22	22	100	41	41	49	5	36	41	18			
	2010-2011	27	26	96	54	54	54	4	50	23	23			
Male	2009-2010	33	31	94	42	42	46	10	32	19	39			
	2010-2011	21	21	100	62	62	46	10	52	14	24			
Caucasian/White	2009-2010	51	49	96	45	45	48	8	37	29	27			
	2010-2011	43	43	100	58	58	51	7	51	21	21			
African American/Black	2009-2010	0	0				28							
	2010-2011	0	0				23							
Hispanic	2009-2010	4	4	100			42							
	2010-2011	3	2	67			45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	29	28	97	32	32	31	4	29	32	36			
	2010-2011	22	21	95	48	48	34	5	43	10	43			
Migrant	2009-2010	3	3	100										
	2010-2011	1	0	0										
Students with Disabilities	2009-2010	8	6	75			16							
	2010-2011	5	5	100			17							
Limited English Proficient	2009-2010	4	4	100			13							
	2010-2011	3	2	67			9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Narraguagus High School
SAU: RSU 37/MSAD 37
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	55	53	96	40	40	45	2	38	43	17	53	0
	2010-2011	48	47	98	49	49	49	2	47	26	26	47	0
Female	2009-2010	22	22	100	41	41	43	5	36	45	14		
	2010-2011	27	26	96	38	38	47	<1	38	31	31		
Male	2009-2010	33	31	94	39	39	47	<1	39	42	19		
	2010-2011	21	21	100	62	62	51	5	57	19	19		
Caucasian/White	2009-2010	51	49	96	43	43	46	2	41	45	12		
	2010-2011	43	43	100	49	49	50	2	47	28	23		
African American/Black	2009-2010	0	0				22						
	2010-2011	0	0				21						
Hispanic	2009-2010	4	4	100			40						
	2010-2011	3	2	67			36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	29	28	97	36	36	28	<1	36	36	29		
	2010-2011	22	21	95	43	43	31	<1	43	19	38		
Migrant	2009-2010	3	3	100									
	2010-2011	1	0	0									
Students with Disabilities	2009-2010	8	6	75			14						
	2010-2011	5	5	100			15						
Limited English Proficient	2009-2010	4	4	100			16						
	2010-2011	3	2	67			17						

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School: Narraguagus High School
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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	48	48	100	52	52	44	8	44	21	27	48	0														
Female																											
	2010-2011	27	27	100	33	33	40	7	26	30	37																
Male																											
	2010-2011	21	21	100	76	76	48	10	67	10	14																
Caucasian/White																											
	2010-2011	43	43	100	53	53	45	9	44	21	26																
African American/Black																											
	2010-2011	0	0				19																				
Hispanic																											
	2010-2011	3	3	100			37																				
Asian or Pacific Islander																											
	2010-2011	0	0				49																				
American Indian or Native Alaskan																											
	2010-2011	0	0				26																				
Economically Disadvantaged																											
	2010-2011	22	22	100	41	41	29	9	32	9	50																
Migrant																											
	2010-2011	1	1	100																							
Students with Disabilities																											
	2010-2011	5	5	100			14																				
Limited English Proficient																											
	2010-2011	3	3	100			10																				

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	51	51	49	98	98	96	45	45	47	89	89	83
Caucasian/White	100	100	96	52	52	50	100	100	96	47	47	48	88	88	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	0	0	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	*	*	94	42	42	33	*	*	94	40	40	30	86	86	71
Students with Disabilities	*	*	91	*	*	17	*	*	91	*	*	15	58	58	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	100	100	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Narraguagus High School
SAU: RSU 37/MSAD 37



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	3	3	2	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	10

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	8.33

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.